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| **(ENGL B25B)** | | | | |
| **Student Learning Outcomes or AUO** | **Measure** | **PLO** | **ILO** | **GE** |
| 1. Demonstrate familiarity with important authors, works, genres, and themes of the period | Pre-test/Post-test | 2, 3 | I, III | C. 2  3. B |
| 2. Analyze and interpret themes found in the literatures and intellectual movements of the period | Pre-test/Post-test | 2, 3 | I, III | C. 2  3. B |
| 3. Demonstrate understanding of appropriate academic discourse and conventions of critical literary analysis | Pre-test/Post-test | 3 | I, III | C. 2  3. B |
| 4. Relate the literary works to their historical, philosophical, social, political, religious, regional, and/or aesthetic contexts | Pre-test/Post-test | 2, 3 | I, III | C. 2  3. B |
| 5. Demonstrate comprehension of the above through class discussion, written exams, and essays using appropriate citation form | Pre-test/Post-test | 1 | I, II | C. 2  3. B |
| 6. Synthesize secondary sources with primary texts in essays with proper MLA format, in-text citations, and works cited pages | Pre-test/Post-test | 1 | I, II | C. 2  3. B |
| **PLOs:**   1. Write logical and coherent expository and argumentative papers, essays, summaries, and paraphrases using correctly the standard conventions of written English. 2. Demonstrate an understanding of and an ability to describe ways in which literature reflects historical, intellectual, and cultural contexts, as well as aesthetic tastes. 3. Evaluate literature and expository and argumentative papers and essays through application of critical thinking techniques.   **ILOs:**   1. **Think critically and evaluate sources and information for validity and usefulness.** 2. **Communicate effectively in both written and oral forms.** 3. **Demonstrate competency in a field of knowledge or with job-related skills.** 4. **Engage productively in all levels of society – interpersonal, community, the state and nation, and the world.**   **GELOs:**  **Use the GE categories from the catalog if this is a GE course.**  **A-E** | | | | |